

**THE INFLUENCE OF USING PQRS (PREVIEW, QUESTION, READ,  
STATE/SUMMARIZE, TEST) STRATEGY TOWARD STUDENTS'  
ABILITY IN READING EXPLANATION TEXT AT THE  
ELEVENTH GRADE OF SMAN 1 TANJUNG SARI  
SOUTH LAMPUNG IN ACADEMIC  
YEAR 2020/2021**

**A THESIS**

**Submitted to as a Partial Fulfillment  
of the Requirement for S-1 Degree**



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## ABSTRACT

### **THE INFLUENCE OF USING PQRST (PREVIEW, QUESTION, READ, STATE/SUMMARIZE, TEST) STRATEGY TOWARD STUDENTS' ABILITY IN READING EXPLANATION TEXT AT THE ELEVENTH GRADE OF SMAN 1 TANJUNG SARI SOUTH LAMPUNG IN ACADEMIC YEAR 2020/2021**

BY  
AMAH NINGSIH

Reading is one skill in English and very closely with the other skills. In the process learning of reading the students can develop their knowledge and their ability in the other skills of English. PQRST (Preview, Question, Read, State/Summarize, Test) strategy is one strategy for teaching reading, because the PQRST strategy has simple steps which made the students more active and easier to understand the content of the text. Based on the preliminary research it showed that the students ability in reading at eleventh grade of SMA Negeri 1 Tanjungsari, South Lampung were still low. It can be seen the reading score in reading explanation text, which showed that 44% of the students got score under the criteria of minimum mastery (KKM).

This research was aimed to know the whether influence of using PQRST strategy towards student ability in reading explanation text at the eleventh grade of SMA Negeri 1 Tanjungsari, South Lampung. This research is quantitative research, Pre-experimental with one group-pretest-posttest research design was employed by the researcher. The population of this research was the eleventh grade of SMA Negeri 1 Tanjungsari, South Lampung. The sample was XI IPS as an experimental class, consists 20 students. Cluster random sampling was used by the researcher took the sample. The instrument to collecting the data, pretest and posttest was employed by the researcher. Afterward the researcher got the data the researcher analyzed the data by using a Paired Sample T-test.

After doing the hypothetical test, based on the data analysis computed by SPSS, the result of paired t-test where the sig = 0.000 and  $\alpha = 0.005$  and its mean that in hypothetical test  $H_a$  was accepted, because  $\text{Sig} < \alpha = 0.005$ . So, there was the influence of using PQRST strategy toward students ability in reading explanation text at the eleventh grade of SMAN 1 Tanjungsari, South Lampung in Academic Year 2020/2021.

**Key word:** *Reading ability, PQRST strategy, Explanation text, Pre experimental Design*



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**ADMISSION**

A thesis entitled: **“THE INFLUENCE OF USING PQRS (PREVIEW, QUESTION, READ, STATE/SUMMARIZE, TEST) STRATEGY TOWARD STUDENTS’ ABILITY IN READING EXPLANATION TEXT AT THE ELEVENTH GRADE OF SMAN 1 TANJUNG SARI SOUTH LAMPUNG IN ACADEMIC YEAR 2020/2021”** by: **AMAH NINGSIH, NPM: 1611040236, Study Program: English Education**, was tested and defended in the examination on: Monday, 12<sup>th</sup> July 2021.

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## DECLARATION

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Cerify this undergraduated thesis is definitely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledge.

Bandar Lampung, 8 Juni 2021

Declared by,

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## MOTTO

وَمَنْ جَاهَدَ فَإِنَّمَا يُجَاهِدُ لِنَفْسِهِ ۚ إِنَّ اللَّهَ لَغَنِيٌّ عَنِ الْعَالَمِينَ

“And if any strive (with might and main) they do so for their own souls: for Allah is free of all needs from all creation”<sup>1</sup>

Chapter Al-Ankabut : Verse 6



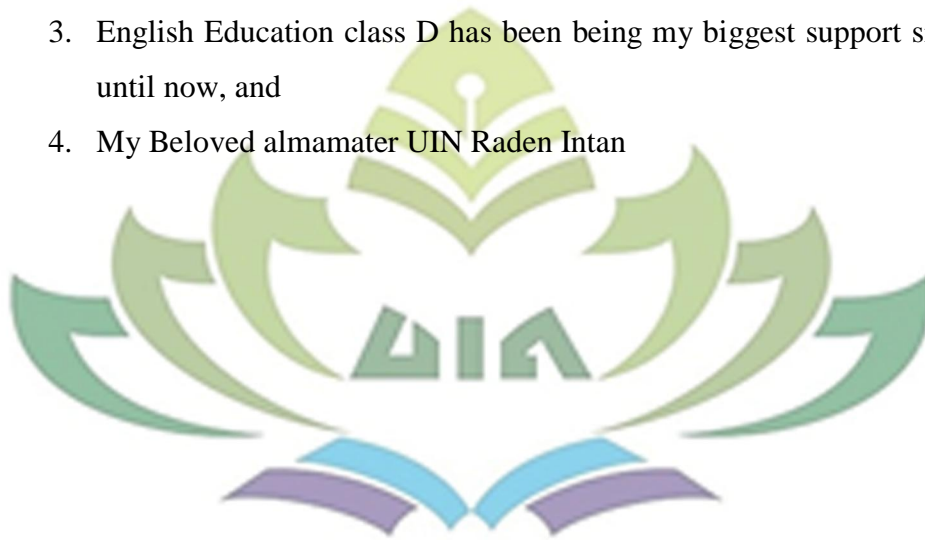
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<sup>1</sup> A. Yusuf Ali, The Holy Qur'an Text Translation and Commentary, ( Maryland : amana corp ) P. 3428

## DEDICATION

This thesis dedicated to:

1. My beloved parents: Mr. Maryono and Mrs. Rubiati who always gave best prayed and supported me in my study and my life,
2. My younger brother Sugi wahyudi who always already give me motivation and support me on completing undergraduate this thesis
3. English Education class D has been being my biggest support since 2016 until now, and
4. My Beloved almamater UIN Raden Intan

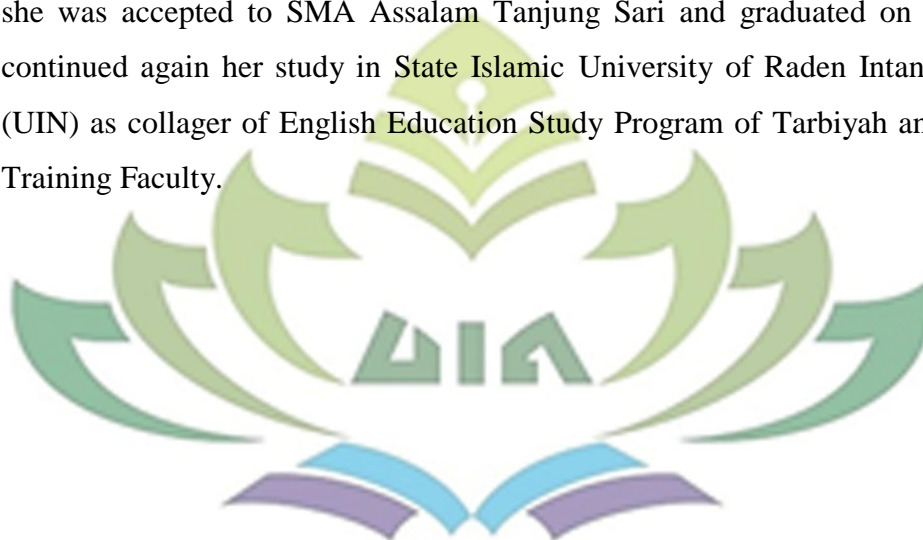




## **CURRICULUM VITAE**

Amah Ningsih was born in Malang sari, on May 22<sup>nd</sup> 1998. She is the first child of romantic couple, Mr. Maryono and Mrs. Rubiati. She has one younger brother namely Sugi Wahyudi.

SD N 5 Kertosari was her primary Education and graduated on 2010. Then, she continued to Junior High School of SMP N 2 Sekampung Udik and finished on 2013. After she graduated from Junior High School on the same year she was accepted to SMA Assalam Tanjung Sari and graduated on 2016. She continued again her study in State Islamic University of Raden Intan Lampung (UIN) as collager of English Education Study Program of Tarbiyah and Teacher Training Faculty.



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First of all, all praise is due to Allah, the most merciful, the most beneficent for His blessing and mercy given to the researcher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis entitled “The Influence of Using PQRSST (Preview, Question, Read, State/Summarize, Test) Strategy toward Students’ Ability in Reading Explanation Text at the Eleventh Grade of SMAN 1 Tanjung Sari South Lampung in Academic Year 2020/2021” is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore the researcher would like to express the deepest sense of gratitude to:

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12. English education class D has been being my biggest support since 2016 until now.

Finally, nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, June 8<sup>th</sup> 2021

The Researcher,

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## CHAPTER 1

### INTRODUCTION

#### A. Background of the Problem

Reading is very closely applied to other language processes such as listening, speaking, and writing.<sup>2</sup> It means that in the learning process the reading skill can develop the student's ability in other skills.

According to Harmer, reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it.<sup>3</sup> It means that reading is one important skill to improve their knowledge, because if they read more often than their knowledge will increase, and they will get new information from the text they read. In addition Tarigan state that reading is a process that is carried and used by readers who want to get the message delivered by the author through the medium of words or written language.<sup>4</sup> So, reading is a process which the reader who wants to get the information contained the text that the author has conveyed through the text.

Furthermore, Grabe state that reading is a process when the readers learn something from what they read and involve it in academic context as a part of education.<sup>5</sup> In other words, reading is process where the readers (student) learning something through reading, so that by reading they understand and get information from the text they read, and they can add to their knowledge. In addition Brown state, that reading ability will be developed best in association with writing, listening, and speaking activities.<sup>6</sup> It means that reading ability can use to communicate between the readers and the writer through the text to get information and knowledge. Although the reading ability every student is not

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<sup>2</sup> La Ode Muh. Idrus Hamid B, "Journal of English Education : Developing the Students' Ability in Reading through Speed Reading Technique", Universitas Sembilanbelas November Kolaka, Vol. 1, No. 1, March 2016, P.43

<sup>3</sup> Jeremy harmer, *How to teach English*(2<sup>nd</sup> ed), pearson education,2007.P.99

<sup>4</sup> Henry Guntur Tarigan, *Membaca sebagai suatu keterampilan berbahasa*, Bandung : Angkasa, 1990, p.7

<sup>5</sup> William Grabe. *Reading in a Second Language ( Moving from Theory to Practice)*. Newyork: Cambridge University Press, 2009. P.5

<sup>6</sup> H. Douglas Brown. *Teaching by principles: an interactive approach to language pedagogy*. New York: Longman inc.2001 P.295

same from one student to another, they have some problems when reading the text and when they understand what the content of the text is. This problem is possibly caused by student inadequate grammar and vocabulary, and this happened at SMA Negeri 1, Tanjungsari Lampung Selatan, especially at the eleventh grade.

Result of preliminary research on 21<sup>st</sup> April 2020 by an interview the English teacher In SMA N 1 Tanjungsari, South Lampung Mrs Winda Mentari, S.Pd. who has been teaching English for 5 years and using the demonstration strategy to teach English, especially in explanation text. She told informed that the students had problems and difficulties in learning reading, the problems and difficulties of the students are: many students are not familiar or had a limited vocabulary, they are lazy to read the text, and some students are not interested in English, especially reading text.<sup>7</sup> Beside interviewed the teacher English the researcher also asked data the students, such as: list of student names, the score of the students in reading explanation text, and syllabus. The score of the students in reading explanation text can be seen in table 1.1, and for the list student names of the eleventh grade and syllabus can be seen in appendix.

**Table 1.1**

**Students Score in Reading Explanation Text of the Eleventh Grade at SMAN  
1 Tanjung Sari, South Lampung in ACADEMIC YEAR 2020/2021**

| No    | Students score | Class  |        | Total | Percentage<br>( % ) |
|-------|----------------|--------|--------|-------|---------------------|
|       |                | XI IPA | XI IPS |       |                     |
| 1     | <70            | 12     | 12     | 24    | 56 %                |
| 2     | >70            | 11     | 8      | 19    | 44 %                |
| Total |                | 23     | 20     | 43    | 100%                |

*Source : the data from English teacher of SMA Negeri 1Tanjungsari, South Lampung*

<sup>7</sup> Winda Mentari. The English teacher of SMA N 1 Tanjungsari, Lampung selatan, *An interview for Preliminary Research* ( April, 21<sup>st</sup> , 2020), Unplished.

As shown in table 1.1 it can be seen that there are many student get a score under criteria of minimum mastery (KKM). The English teacher of SMA N 1 Tanjungsari, South Lampung said that the Criteria of minimum mastery (KKM) in English Subject for reading, especially in reading explanation text at the school is 70. There are 43 students in two classes. From the table there are 24 ( 56%) students got score under KKM and 19 ( 44%) students got score more than KKM. It can be conclude that the students were still difficult if they read English especially in reading explanation text, and their ability is lack.

In addition the researcher also gave a questionnaire to students at the eleventh grade of science as representation class. Based on the result of the students questionnaire, there are several problem student faced in learning reading, especially in reading explanation text. The problems are the students hard to read the English text, especially explanation text, the hard to understand the content of the text, they are difficult to finding ain idea, and they are had lack vpcabullary, and the last they are difficult to answer the question related of the explanation text.

After interviewing the teacher English and gave a questionnaire the students, the research get the result that the several problems faced by the student its can come from the teaching learning process. On this condition the researcher conducted one of strategy in reading a called PQRST (Preview, Question, Read, State/Summarize, Test) Strategy.

PQRST strategy is a simple, step by step plan of action any child might adopt when faced with a reading assignment.<sup>8</sup>This strategy has simple steps, which make it easy for students to apply this strategy in reading lesson.

PQRST strategy is one of the strategies in teaching reading has a simple steps and easy to implemented in teaching reading. There are several previous research which is relevant to this research. The first previous research was conducted by Dewi in 2019, the result showed that there is influence of using PQRST strategy

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<sup>8</sup> Peter Westwood . *Reading and Learning Difficulties: Approaches to Teaching and Assesment*. ( Australia : Acer Press 2001). P. 62

on students' reading comprehension because that different score between pre-test and post-test<sup>9</sup>.

The second research was conducted by Ismiyati 2017. the result in this research is show the increase of the mastering and score of reading. They get score from the cycle 1,2,3 the students score continues to increase. It means that using PQRST Strategy can improve the students' ability in reading comprehension hortatory Exposition text.<sup>10</sup>

The third previous research was conducted from Sholikah 2019, in this research the data was obtained by giving test (pre-test and post-test) to the experimental class. The researcher gave pre-test and post-test in order to know whether there is different score of the student before and after being taught by using PQRST strategy. Comparing to the result of pre-test and post-test score has shown a significant progress. It means the using PQRST (Preview, question, read, state, and test) Strategy is effective in increasing the students reading score.<sup>11</sup>

In another previous research was conducted by Intan Fusilawati 2018, this research used experimental research design ( pre experimental ) , and to get the data this research was obtained by giving pre test ( T1) before treatment and post test ( T2 ) after treatment , after giving the test the researcher calculated the score of the students test, and the result of the students score shows as the score of post-test higher than the pre-test score. It means that the PQRST strategy can improve the students reading comprehension.<sup>12</sup>

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<sup>9</sup> Metty Kurnia Dewi, *The Influence Of Using Pqrst (Preview, Question, Read, Summarize, And Test) Strategy On The Students Reading Comprehesion At The Eighth Grade Of Junior High School 4 Metro*. State Institute For Islamic Studies Of Metro, 2019 (access on Tuesday, Juny 30<sup>th</sup> 2020)

<sup>10</sup> Tri ismiyati , *Improving Students' Ability In Reading Comprehension By Using Preview, Question, Read, State And Test Strategy (An Action Reseach At Grade Eleven Of Private Islamic Senior High School Tahfizhil Qur'an Medan*. State Islamic university North Sumatra Medan, 2017 (acces on Wednesday, July 3<sup>rd</sup>, 2019)

<sup>11</sup> Siti maratus sholikah, *The Effectiveness Of Using Pqrst (Preview, Question, Read, State, Test) Strategy On The Student's Reading Comprehension Ability Of The First Grade At Ma Darul Huda Wonodadi Blitar*. State Islamic institute Tulung Agung, 2019. (acces on Wednesday, Desember 19<sup>th</sup> 2019)

<sup>12</sup> Intan Fusilawati. *Using Pqrst Strategy In Teaching Students' Reading Comprehension (An Experimental Research At The Third Grade Of Ma Raudlatul 'Ulum Anyer)*. Diploma atau S1 thesis, Universitas Islam Negeri "Sultan Maulana Hasanuddin" Banten. 2018 ( accessed on Tuesday, february 9<sup>th</sup> 2021)

Furthermore the previous reseach was conducted Wati 2020, this reseach used quasi experimental resedch design, and to collecting the data was obtained by giving pre test and post test in class experiment and class control, the test consist 20 items multiple choice. The data were analyzed by using SPSS to compute independent sample t-test. The result of the data analyzed shows that there is significant influence of using PQRST Strategy towards students' reading comprehension.<sup>13</sup>

All previous research has revealed that using PQRST strategy is significant to influence of students' ability in reading. Some of their research use PQRST strategy to be able increase students' knowledge and find out whether using PQRST strategy is more effective in learning process.

Referring on the previous research, there are some differences in the previous research with this present research. In the first previous research, the researcher did the research in SMP N 4 Metro and focuses on the influence of using PQRST on student reading comprehension, while in this present research the researcher will do the research in SMA N 1 Tanjungsari, South Lampung. The second previous research the researcher did the research in Private Islamic Senior High School Tahfizhil Qur'an Medan and focus on improves the student ability in reading comprehension, especially in hortatory exposition text and the research used the classroom action research. The present research will be do research in SMA N 1 Tanjungsari, South Lampung, and will focus on reading explanation text. The third previous research did the research in MA Darul Huda Wonodadi, Blitar and focus on effectiveness using PQRST Strategy on students' reading comprehension ability, while the present researcher will do the research in SMAN 1 Tanjungsari, South Lampung and the researcher will use PQRST ( Preview, Question, Read, Summarize/state, Test) Strategy. Futhermore, the previous research did the reseach in MA raudlatul ulum, anyer and focus on the teaching students reading comprehension and the present research will be do the reseach in

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<sup>13</sup> Masita Eka Prasetya Wati. *The Influence Of Using Pqrst (Preview, Questions, Read, Summarize, Test) Strategy Towards Students' Reading Comprehension At The Eighth Grade Of Smp PGRI 2 Sukadana In The Academic Year Of 2019/2020*. Universitas Islam Negeri Raden Intan Lampung. 2020. ( Accessed On Tuesday , February 9<sup>th</sup> 2021)



SMA N 1 Tanjungsari, South Lampung. The differences between the last previous research with the present research are the previous research did the research in SMP 2 PGRI Sukadana, and used the PQRSST strategy to focus on reading comprehension especially in descriptive text, while the present research will be do the research in sma n 1 tanjungsari, south lampung, and will be focus on students reading ability especially in reading explanation text. The research expects that there is influence of PQRSST Strategy in students reading ability.

Based on the explanation the present researcher will be conduct on the title: “The Influence of using PQRSST (Preview, Question, Read, State/Summarize, Test) Strategy Towards Students Ability In Reading explanation Text at the Eleventh Grade of SMA Negeri 1 Tanjungsari, South Lampung”.

### **B. Identification of the Problem**

From the explanation in background of the problems, the researcher can identify that the students had problem in reading explanation text as follows:

1. The students had difficulties in understanding reading text including in reading explanation text due to lack or limited vocabulary
2. The students had difficulties in read the explanation text in English and finding the main idea of the explanation text
3. The students had difficulties to answer the question related the explanation text.

### **C. Limitation of the Problems**

Based on the identification of the problems, this research will be focuses on the influence of using PQRSST (Preview, Question, Read, State, Test) towards students ability in reading explanation text, especially in sequential phenomena( natural phenomena and social phenomena ) one type of explanation text at the Eleventh grade of SMA Negeri 1 Tanjungsari, South Lampung in academic year 2020/2021.

### **D. Formulation of the Problem**

Concerning the background and identification of problem, the researcher formulated question in this research as follows: Is there any Influence of using PQRSST (Preview, Question, Read, State, Test) strategy toward students’ ability

in reading Explanation text at the Eleventh Grade of SMA Negeri 1 Tanjungsari, South Lampung?.

#### **E. Objectives of the research**

Based on the formulation of the problem, the objective of the research is: To know whether there is a significant the influence of using PQRST (Preview, Question, Read, State, Test) strategy towards students' ability in reading explanation text at the second semester of the eleventh grade of SMA Negeri 1 Tanjungsari, South Lampung.

#### **F. Significance of the research**

The researcher hopes that the results of the research will give advantages to the some parties.

1. Theoretically: to support previous theories about the influence of PQRST strategy towards student ability in reading explanation text.
2. Practical Significance The research in this study is still in the scope of education. In general, it is supposed that the result of this research can give contribution to teaching reading. In particular, it can be exploited:
  - a. For the school to find out the quality of reading ability of explanation text \
  - b. For the teacher, this research will help English teachers of to find out the appropriate strategy to teaching reading in explanation text
  - c. For the student Finding of the research will also be useful for the students to improve their reading ability, especially in reading explanation text.

#### **G. Scope of the research**

1. Subject of the research

The subject of the research was the students at the eleventh grade of SMA Negeri 1 Tanjungsari, South Lampung.

2. Object of the research

The object of the research was the use PQRST (Preview, Question, Read, State, Test) strategy and students ability in reading explanation text

3. Place of the research

The researcher was conducted at SMA Negeri Tanjungsari, South Lampung.

4. Time of the research

The researcher was conducted at the second semester in academic year 2020/2021





## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Frame of Theory

In this chapter, the researcher will review the related theories of this study. The theories focus on the concept of reading, explanation text and Preview, Question, Read, State/ Summarize, Test (PQRST) strategy.

#### B. Reading

In this section the researcher will discuss the theories related to this research, where these theories are needed to explain the theory of reading which is presented as follows:

##### 1. Definition of Reading

Reading is one of skill in teaching and learning in English language, the students can improve their knowledge thought reading. The students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words in reading.<sup>14</sup> It means that reading is one of the elements in the learning process. By reading we can find things that we don't know, and we know it, and we know what we find during the reading process.

Nunan state that, reading is a fluent process from the readers to mixing the information from the text with their background knowledge to create a meaning.<sup>15</sup> It means that reading is a process where by someone when reading gets information from the reading who reads by combining existing information with their background knowledge so that they can deduce the meaning of the reading that they reads and gets information so that their knowledge increases.

According to Urquhart and Weirt in Grabe define reading as a process of taking interpreting information in language from by the medium of print.<sup>16</sup> It

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<sup>14</sup> Francoise Grellet. *Developing reading skills: a practical guide to reading comprehension exercise*. Cambridge: Cambridge University Press.1992. P.7

<sup>15</sup> David Nunan. *Language Teaching Methodology* . London: Prentice Hall International.2003.P.68

<sup>16</sup> William Grabe, *op.cit*. P.14

means that reading is a process the readers to get the information of passage from written text. Besides Nuttal states that reading is a meaningful interpretation of printed or written verbal symbols.<sup>17</sup> Its means that reading is a conclusion of interaction between the perception of a graphic symbol that represents language and the readers language skills.

From the definition above, the researcher conclude that reading is a way for the readers to catch the meaning of passages the written text and process the readers get the information from a text.

## **2. Purpose of reading**

Before the readers beginning to read, the readers have must to know the aims of reading, because reading is an activity with a purpose. Based on the state of Grabe William and L. Fredrika, there are six of purpose for reading includes are: reading to get simple information, reading to skim quickly, reading to learn from text, reading to integrate information, reading to write, reading to critique texts

### **a. Reading to get simple information**

One of purpose reading is the readers catch the information from the text, its mean simple information like main idea, and the important information that contain in the passages. This process is used to know the reading ability of the readers.

### **b. Reading to skim quickly**

The second purpose in reading is reading to skim quickly. Reading to skim quickly is a ability of the readers to analyse the information of the text that is useful for himself. Which is basically this ability is including the strategy to guessing the content of passage that being read. So that the concept of information from the text is shaped and easy to understand.

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<sup>17</sup> Christine Elizabe Nuttal. *Teaching reading skills in a foreign language*. London: Oxford University Press.1982. P.14

c. Reading to learn from text

The next purpose of the reading is reading to learn. It means that to know the content of the reading text the reader must have a competence to easily understand the main idea or the important information contained in the text. So that the readers can improve their ability to develop a rhetorical framework is related with their background knowledge with the text be read.

d. Reading to integrate information

Reading to combine information calls for additional selection about the relative significance of accompaniment, mutually supporting or opposed facts and in all likelihood building of a rhetorical frame to take a note from more than one resources.

e. Reading to write

Reading can improve the other skills in English, one of which is writing skills. It means that thought reading some source related to the context will build writers ideas.

f. Reading to critique texts

Reading to critique texts can be venture editions of reading to combine data. Before criticizing a reading text, the readers must have the ability read fluently, it is useful in the process reading, selecting, and criticizing of the text.<sup>18</sup>

### 3. Types of reading

According to Patel and Jain the types of reading as follow:<sup>19</sup>

a. Intensive Reading

Intensive reading is one types of reading, related in the process of the intensive reading is still under guidance of the teacher, because intensive reading as a basic to explaining the difficulties of structural and expanding knowledge about vocabulary and idioms. Besides it, intensive

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<sup>18</sup> William Grabe and Fredericka L. Stoller *Teaching and Researching Reading*. London: Pearson Education Longman. 2002. P.

<sup>19</sup> M.F. Patel, Praveen M. Jain. *English language teaching \_ methods, tools & techniques*. Jaipur: Sunrise Publishers & Distributors. 2008. P. 117-123

reading as also basic activity in the classroom because in the process of reading text it will be not only read but it will be discussed in detail and will be basis exercise of writing, so that the students can catch expand knowledge. The aim of intensive reading is to shorten time of reading text but is still get specific information.

b. Extensive Reading

Extensive reading is applied to get a general interpretation of a subject and include a reading activity to longer text for hobbies and in fun. In this activity the readers wants to know about something, without thinking obtained information after reading it may be important or not. Typically people examine for to preserve them update.

c. Aloud reading

Aloud reading be the basis disciplines in the classroom. In the process of reading aloud the students is requested to read written text which have not spoken before. The aim of reading aloud is to know the achievement of the student ability in speaking and pronunciation.

d. Silent reading

One important skill in teaching English is silent reading. Silent reading is used to improve the student ability in obtained the information of the text. In the process of silent reading the student must choose the text, selection of the text makes easier the students to read without voice and moving their lips. It is useful for the students to read ease and fluently as well as help the students to understand the context of the text and expand their vocabulary.

#### **4. Aspect of reading**

According King and Stanly in journal ELT by Ningsih reading has five aspects contained in reading texts. They are:

a. Finding factual information

Factual information are facts in the text which are important information for the reader, to finding the factual information the readers is required to read the text in details. The factual information usually marked with WH

question word. There are many types of question related with the factual information which appear, such as reason, purpose, result, time, comparison, etc. the readers can find the answer of the question in the text.

b. Finding main ideas.

Finding main idea of the text is important for the reader, though main idea the reader will be ease to remember the content of the text later. Main idea is an idea from the author which is developed into paragraph.

c. Finding the meaning of vocabulary in context

Finding the meaning vocabulary in the context could help the reader to develop guessing of the unfamiliar vocabulary which they did not know before by relating the close meaning of the content in the text read. The meaning of the vocabulary have the nearly or same meaning with other word.

d. Identifying references

In the process of reading English text or other language text, it will tedious if the text using the same word or phrase repeated, for that it will be better if the author using reference word than using repeating word. The reference words that are often used and frequently pronoun are: it, she, he, they, this, etc.

e. Making inferences

The ability of the reader to find out the authors implied conclusion in the text is called inference. King and Stanley divide into two most important attentions: draw logical inferences and make accurate prediction.<sup>20</sup>

## 5. Concept of teaching reading

Teaching is the task of a teacher which is performed for the development of a child.<sup>21</sup> It means that the teaching is helps the students to develop their knowledge and ability in their class.

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<sup>20</sup> Destri Wahyu Ningsih, *The Implementation Of Genre Based Approach In Teaching Reading :A Case Study At SMPN 17 In Pekanbaru*. Language Education Program, Statae University Of Padang. Vol 1 no 1 2015. P. 2

In the classroom reading is one implementation to deliver the knowledge from the teacher by written text or media print to the students. In teaching reading the teachers helps the students to achieve these goals and helps the student to develop their reading ability to understand the meaning of passage from the written text.

Teaching reading process is not an activity is done only once but teaching reading is an activity that is carried out repeatedly through stages. The teacher must have a strategy or technique for teaching reading and pay attention to whether these strategy or technique which can make students enjoy when they learn about reading and in increasing the student ability in reading English text. Beside strategy the teachers also should have a plan as a part of teaching reading process, the present day reading assignment, in contrast to the conventional substances, involve 3 segments: pre-, while-, and post reading stages.

- a. **Pre-reading:** in this stages the teacher facilitates the students to activating their interest and background knowledge of the student by using questions related of the text.
- b. **While-reading:** while-reading stage or interactive process is a stage to developing the student ability in tacking text by expanding their linguistic and schematic knowledge.
- c. **Post-reading:** the last stage is post-reading, this satge that has various follow-up action after they have read. The frequent follow-up activity in post reading the student is asked to summarize, reflect, and question what they have read.

It means in the teaching reading process, the teacher should have or plans for teaching reading. The plans it can make easier the teaching reading process.

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<sup>21</sup> Thomas F. Green. The activies of teaching. ( New York : Mcgraw-Hill companies 1997. P.



## 6. Strategies of teaching reading

Strategies in teaching reading the teacher needs some strategies to make the students achieve their ability to read text. According Brown the followings are seven strategies which can be applied in the teaching reading in the classroom.

- a. Identifying the purpose in reading
- b. Applying graphemic rules and patterns to aid in bottom up decoding
- c. Applying efficient silent reading strategies
- d. Skimming the text for the main ideas
- e. Scanning the text for specific information
- f. Applying semantic mapping or clustering
- g. Guessing when you are not certain Some reading strategies above can help students to read text.<sup>22</sup>

From these explanations conclude that the teaching and learning reading process the teacher must pay attention the strategy to make the students enjoy during reading process. So the students catch knowledge and lots information about the text and which it can increase their ability in reading English text.

## 7. Testing of reading

In the teaching learning of reading that need test to measure the reading student achievement, regarding in this context Brown state that there are 8 ways to test the students, are follows:

- a. Multiple-choice is a test each item question has more provided alternative answer. The frequently in each item question provide two or five alternative answer, the alternative answer should not be more than five because it will be confusing and difficult to arrange the items answer. There are types of multiple-choice such as: multiple-choice vocabulary, contextualized multiple choice vocabulary/grammar, multiple-choice cloze vocabulary/grammar, same different, circle the answer, true/false and etc.
- b. Matching task is test where for fill the blank of the text using matching answer are given random.

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<sup>22</sup> H. Douglas Brown. *Teaching by Principles* ..... P.306

- c. Picture-cued items are items test where shown picture and along with the text and then to the test taker are given possible task to perform appropriate with the picture. The types of picture-cued items such as: picture-cued word identification, picture-cued sentence identification, picture-cued true/false identification, picture-cued matching word identification.
- d. Picture-cued task is test by using picture are displayed to the test taker, then they are told to write the represent word of the picture. The types of this test are: multiple-choice picture-cued respond, diagram labeling task.
- e. Editing tasks are test is used for assessing linguistic competence in reading through editing the grammatical or theoretical errors.
- f. Gap filling task to create sentence completion items where test takers read a part of sentence and then complete it by writing a phrase.
- g. Cloze task are usually a minimum of two paragraphs in length in order to account for discourse expectancies.
- h. Short answer task is a reading passage presented and the test taker trends questions that must be answered in a sentence or two.<sup>23</sup>

In different hands, in reading test the teacher ought to offer the test form which appropriate with the trying out reading aim or goals of the students, beside the teacher provide the test form the teacher should give the reading strategy to arouse the interest of the students in reading text, that way the students ease to understand the content of the text to gain information, knowledge and ease to answer the test.

## **C. Explanation text**

### **1. Definition of Explanation Text**

Text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and

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<sup>23</sup> H. Douglas Brown. *Language Assessment: Principle And Classroom Practice 2<sup>nd</sup> Edition*. San Fransisco : Pearson Education Longman. 2010. P.191



‘how’ of the forming of the phenomena. It is often found in science, geography and history text books.<sup>24</sup> It means that the explanation text is a text that related with process of natural, social, culture and science phenomena.

According to Mark Anderson and Kathy Anderson says that the explanation text type is often used to tell how and why thing (phenomena) occur in nature.<sup>25</sup> The social function of explanation is a text which tells processes regarding forming of natural, social, scientific and cultural phenomena. Explanation textual content is to say ‘why’ and ‘how’ of the forming of the phenomena. It is miles frequently found in science, geography and history text books.

## 2. Kinds of Explanation text

There are kinds of explanation text, they are:

- a. **Sequential Phenomena**– These detail the stages in an event eg: how a caterpillar turns into a moth.
- b. **Causal** - Details what causes the change from one stage to the next ie: How a president is elected.
- c. **Theoretical** - Details the possible phenomena behind a natural or created process that is not fully understood. eg What caused the Nazi's to lose World War II
- d. **Factorial and consequential explanations** explain effects and outcomes of processes. They are more commonly used in upper primary and secondary.<sup>26</sup>

## 3. Generic structure of Explanation text

There are two generics structures of explanation text, they are:

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<sup>24</sup> <http://pakpuguh.wordpress.com/2011/08/22/1-explanation-text/> ( accessed on Tuesday 7 July 2020)

<sup>25</sup> Mark Anderson and Kathy Anderson. *Text type in English*. Australia: Macmilan.1997.P 82

<sup>26</sup> <https://www.literacyideas.com/explanation-texts> ( accessed on 07 july 2020)

a. **General statements** : stating the phenomenon issues which are to be explained.

b. **Sequenced of explanation** : stating a series of steps which explain the phenomena.<sup>27</sup>

#### 4. Example of text

From four the kinds of the explanation text, in this semester the students focus on the one types in explanation text, that is the sequentian phenomena types. The text below is the example of the sequential phenome text.

### RAINBOW

**General Statement** : Almost everyone very likes a natural phenomenon called the rainbow. To the extent that a lot of people create an art work like song, cake, and the other work after seeing the beautiful colors of the rainbow. But, do you know how the phenomenon of the appearance of the rainbow happens?

**Sequenced of Explanation** : Rainbow occurs because of the refraction of light. The sunlight that shines in between the rain drops is refracted by the rain drops. This process separates the white light of the sunlight into a spectrum of different colors. The spectrum of colors are red, orange, yellow, green, blue, indigo, and violet. Or what we often memorize as the abbreviation "ROY G BIV / *mejikuhibiniu*." Then the colors reflect in the back drops of rain, resulting the light which looks arched and becomes the rainbow..<sup>28</sup>

PQRST strategy

#### D. Concept of PQRST strategy

One of the best-know strategies for developing memory of reading is known as PQRST strategy (Preview, question, read, Summarize/state, and test). PQRST strategy is a strategy to teaching and learning of reading and remembering of the

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<sup>27</sup> *ibid*

<sup>28</sup> <https://freeenglishcourse.info/cancer-example-of-explanation-text/> ( accessed on 07 july 2020 )

text that includes the principles of teaching direct and metacognitive instruction.<sup>29</sup> Therefore, the PQRST can help the students improve their reading skill and then get and remember the information from the text. Robinson and Thomas also state that PQRST is one strategy that can lead the students reading comprehension. This strategy purpose as the treatment to improve the learners reading comprehension since has a well-organized stage.<sup>30</sup> In other word, using PQRST can help the student to understand more the material from the text step-by-step

Sulistyo state that PQRST strategy is one the teaching reading strategies which compose of five stage/schemes (Preview, Question, Read, Summarize/state, and test).<sup>31</sup> Its mean that this strategy can guides the student by step one step in reading. The PQRST strategy also can improve the students memory and their knowledge and also can be used to know the student achievement in reading text, Appropriate with the Andrew state that the PQRST can improved the readers memory, because it involves activating prior background knowledge, elaboration, deeper encoding, self-testing, and attaching retrieval cues during encoding.<sup>32</sup> In other word the PQRST is useful to improve the memories and activating prior background knowledge, elaboration, deeper encoding, self-testing, and attaching retrieval cues during encoding in reading process.

According to Westwood the PQRST strategy is a strategy has a simple step by step plan which adopted the students when they faced with a redaing assignment.<sup>33</sup> Thus make it easy the student understand a text step by step manner. PQRST strategy is able make the student become active in reading

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<sup>29</sup> Illias Papathanasiau, Patrick Coppens, Constantin Potagas. *Aphasia And Related Neurogenic Communication Disorders* ( United States Of America : An Ascend Learning Company. 2013 ), p. 382

<sup>30</sup> H.A Robinson & E.L Thomas. *Improving Reading In Every Class*. ( Boston : Allyn and Bacon. 1982). <http://www.amazon.com/> ( Accessed on : November 27<sup>th</sup> 2019)

<sup>31</sup> Sulistyo in A.H Miqowati and G.H Sulistyo, *The PQRST Strategy, Reading comprehension, and Learning Styles*. *Journal English of applied linguistics* vol 4 No 1, july 2014,p.123-139

<sup>32</sup> Milton J. Dehn, *Long-Term Memory Problems in Children and Adolescents*. ( Canada : John Wiley & Sons, Inc. 2010 ). P.296

<sup>33</sup> Peter Westwood . *Reading and Learning Difficulties: Approaches to Teaching and Assesment*. ( Australia : Acer Press 2001). P. 62

process, make them focus on the text, attract their motivation.<sup>34</sup> Its mean that the student can be active and then it can makes them more focused to understand the text what they read and get the information from the text..

Based on the explanation some experts above PQRST (Preview, Question, Read, Summarize/state and Test ) strategy is strategy used to help the students' to improve their reading ability in step by step way so students' can easily remembering the material and makes them catch enough the information from the text they read, other than that this strategy can help the student to improve their memory.

### 1. Procedure of PQRST strategy

One of the strategies in teaching reading which is well-researched that facilitates both comprehension and memory is called PQRST strategy. The PQRST strategy consist these steps : (a) preview the text , (b) elaborate at the least five question that need solution, which include who, what, when, wherein and how (5W+1H) (c) actively analyze the text to find out the answer of the question (d) read the facts in the text and state the answer to the question and (e) Self-testing on the answer to the question.<sup>35</sup> It way that the steps of PQRST strategy make less difficult the readers understand and reminiscences the content of the textual content. In exercise, the tiers observed are certainly identical. The procedures for PQRST are:

- a. **Preview:** in this stage the student preview the material of the text to be recant, the students can get the background knowledge and catch the common idea from the text or passage.
- b. **Question:** in this stage the teacher ask to the student to make a question related with the text, such as : how the process of phenomena?
- c. **Read:** read carefully the text to answer the question. In this stage the student read the text to find out the answer of the question they have made.

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<sup>34</sup> Nopri malia. *Using PQRST Strategy To Improve Students' Reading Comprehension of Hortatory Exposition Texts at Grades XI IPS of MA Diniyah Putri*, Journal English Language Teaching Vo. No.1 maret 2015.

<sup>35</sup> Milton J Dehn. *Op.cit* p 308

- d. **State/** summarize: in this stage the students has been get the answer of the question and state the answer then the students make conclusion by summarizing the point idea of the text.
- e. **Test:** the test is used regularly to measure the student ability in comprehend the text and retention of information.<sup>36</sup> In this stage the teacher gave to the question related with the text and it is helps the student ti memories the content of the text.

## 2. Stages teaching reading explanation text of using PQRST strategy

PQRST (Preview, Question, Read, State/Summarize, Test) strategy is one of strategy to teaching English as foreign language, especially in reading text. In this pandemic Covid-19 situation the teachers use online teaching learning. According to Urdan and Wegaan online learning is a subset of distance education and embraces a wide set of technology application and learning processes including, computer-based learning, web-based learning, virtual classroom, and digital collaboration. In this condition the teacher using WhatsApp application to teaching and sending the material for the students. Based on explanation above the PQRST strategy consist 5 steps in the process of using this strategy. Beside that there are stages teaching reading of using PQRST strategy, especially in teaching reading explanation text, the stages are follows;

### a. Pre-reading activity :

- 1) The teacher conditioning the student in group WhatsApp
- 2) The students write the attedance list
- 3) The students brainstorming about the topic as introduction with teacher together The students pay attention to the teacher explanation about the explanation text.

### b. While-reading

- 1) The students guided by the teacher about introduces and how applies PQRST strategy, and the steps are follows:

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<sup>36</sup> Barbara A. Wilson. *Memory Rehabilitation: intergrating Theory And Practice* . ( New York London : The Guilford Press. 2009 ) p.83

- i. The students are given picture by the teacher, the teacher ask
- ii. After having an understanding the text, before the student are going to read, the students are motivated by the teacher to create a question related the text.
- iii. The students will read carefully to find the answer of the question.
- iv. After the students finding the answer for their question, the students make conclusion of the text by summarizing the point idea of the text.
- v. Last the students are given another question from the teacher to test the students reading ability in explanation text.

**c. Post-reading:**

- 1) The students are motivated by the teacher to ask about difficulties in learning reading text.
- 2) After the students understood the teacher end the class.

**3. Advantages and Disadvantages PQRST strategy**

**1. Advantages of PQRST strategy<sup>37</sup>**

- 1) PQRST strategy is easier to remember about the contents of the reading.
- 2) PQRST strategy is more effective in understanding the contents of the reading.
- 3) PQRST strategy helps students when answering test questions.

**2. Disadvantages of PQRST strategy**

Disadvantages of PQRST strategy is occurs when practicing using this strategy, because when we read a book using this strategy our mental condition is not ready. So when we use this strategy we have to do warm-up that can stimulate the performance of our brain.

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<sup>37</sup> On journal Hidayatul Munashihah and Sri Hariani. *Penerapan Strategi Pqrst (Preview, Question, Read, Summarize, And Test) Untuk Meningkatkan Keterampilan Membaca Pemahaman Siswa Kelas V Sdn Lakarsantri 1/472 Surabaya.*



## 1. Frame of thinking

Reading is one important skill in English, through reading the student can improve their knowledge and their ability to read English and understand the information of the written text. One types of the text in English is explanation text.

Explanation text is a kind of text that tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text has 4 types which are: Sequential phenomena, causal, theoretical, and factorial consequential explanations. A good explanation text should have the right generic structures which are: general statement and sequenced of explanation. The students should learn how to understand the information of the explanation text and one strategy to teach the student to understand the information of the text is PQRST (Preview, Question, Read, State/summarize, Test) strategy.

PQRST strategy as an alternative strategy to teach reading in explanation text, because this strategy has the simple steps and make the students easier to understand the meaning of passage in the text and this strategy is effective to improve their reading ability in English. In this case the researcher will use the PQRST strategy in teaching reading text, especially in reading explanation text.

## 2. Hypothesis

The researcher formulates the hypotheses of this research as follows;

Ho : There is no significant influence of using PQRST (Preview, Question, Read, State/summarize, Test) strategy toward students ability in reading explanation text at the grade eleventh of SMA Negeri 1 Tanjungsari, South Lampung in academic year 2020/2021.

Ha : There is significant influence of using PQRST (Preview, Question, Read, State/summarize, Test) strategy toward students ability in reading explanation text at the grade eleventh of SMA Negeri 1 Tanjungsari, South Lampung in academic year 2020/2021.

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